

School and Teacher Demographics

Per Pupil Expenditures \$5,188

(CCD, 1998–1999)

Number of districts 128

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
700	235	269	157	1,367

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
21,904	7,695	11,505	5,641	46,929

Public school enrollment

(CCD)

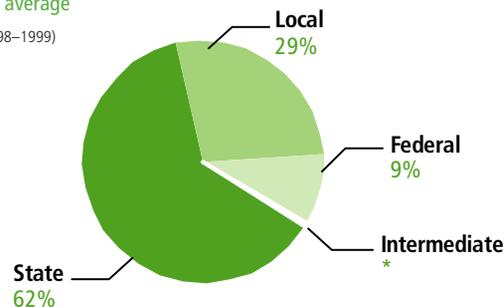
(By state definition)

	1993–1994	1999–2000
K–8	527,373	528,003
9–12	198,651	201,985
Total	734,288	729,988
Pre-K	8,264	n/a

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity

	1993–1994	1999–2000
American Indian/Alaskan Natives	5,906	5,141
	1%	1%
Asian/Pacific Islander	4,320	5,195
	1%	1%
Black	259,700	265,300
	36%	36%
Hispanic	2,781	7,994
	*	1%
White	453,268	445,852
	62%	61%
Other	n/a	n/a
	—	—

(CCD, K–12)

Students with disabilities 85,369 87,165

(OSEP)

12%

12%

Students with Limited English proficiency 3,214 7,260

(ED /NCBE, K–12)

*

1%

Migratory Students 6,822 n/a

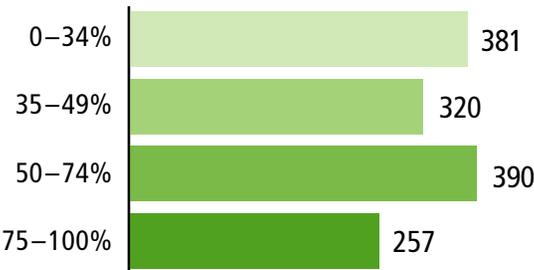
(OME, K–12)

1%

—

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 19 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

>50 percent of students at or above 40th percentile on NRT (Reading, Language Arts, Math, Science, Social Studies)

Expected School Improvement on Assessment

Two percent gain per year for schools not attaining Proficient level (Academic Clear). Academic Alert schools required to improve 5 percent/year.

Indicators for School Accountability

Test scores

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	571	244	815
Schools Meeting AYP Goal	70%	30%	100%
Schools Identified for Improvement	516	239	755
	90%	98%	92%
	55	5	60
	10%	2%	7%

(ED Consolidated Report, 1999–2000)

Title I allocation \$136,377,511

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	24%	21%
Basic level and above	56%	66%
Math, 2000:		
Proficient level and above	14%	16%
Basic level and above	57%	52%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

Student Achievement 1999–2000

Assessment Stanford Achievement Test, 9th Edition, used since 1996
 State Definition of Proficient Meets academic content standards

Elementary School

Grade 4

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	18%	18%	36%	28%
Title I Schools	21	20	36	23
High Poverty Schools	32	25	33	11
Students with Limited English Proficiency	19	19	47	15
Migratory Students	47	26	22	4
Students with Disabilities	53	19	21	8

Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	15%	15%	38%	32%
Title I Schools	17	17	39	27
High Poverty Schools	24	21	38	17
Students with Limited English Proficiency	8	19	45	29
Migratory Students	30	24	32	14
Students with Disabilities	48	18	24	9

Middle School

Grade 6

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	17%	18%	39%	26%
Title I Schools	20	21	39	20
High Poverty Schools	29	27	35	8
Students with Limited English Proficiency	23	22	44	11
Migratory Students	54	24	17	6
Students with Disabilities	54	22	19	5

Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	14%	13%	37%	35%
Title I Schools	16	15	39	29
High Poverty Schools	23	19	41	16
Students with Limited English Proficiency	10	15	36	39
Migratory Students	30	23	36	11
Students with Disabilities	51	17	23	9

High School

Grade 9

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	25%	22%	37%	16%
Title I Schools	34	24	32	9
High Poverty Schools	48	27	21	3
Students with Limited English Proficiency	62	18	21	0
Migratory Students	77	17	6	0
Students with Disabilities	68	15	13	3

Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	15%	19%	39%	27%
Title I Schools	19	24	39	18
High Poverty Schools	26	29	36	9
Students with Limited English Proficiency	31	26	28	15
Migratory Students	35	35	25	5
Students with Disabilities	46	28	20	6

High School Indicators

High school dropout rate (CCD, event)	1993–94	1998–99
	6%	4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1998–99
	24,757	24,489
	72%	64%

KEY: * = Less than 0.5 percent
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 High Poverty Schools = 75–100% students receiving free/reduced lunch